

Roles Students Can Play in Literature Circles

Activity Goal: To understand and comprehend reading materials

Academic Standard: Students will apply comprehension skills and strategies to content area reading. (The standard given is a seventh grade language arts standard. Others could also apply.)

Materials needed: Books or other appropriate reading materials or assignments, notebook paper, pencils, blank sheets of paper for drawing, and colored pencils for drawing.

Explanations/Student Roles:

Discussion Director: Prepare questions to guide the group's discussion.

Possible questions:

What did you like and dislike about the reading?

What questions did you have about the reading?

What do you predict will happen next?

Passage Master: Choose several passages to read aloud to the group and tell why you chose each one. These passages might be interesting, powerful, or puzzling.

Connector: Find connections between the reading and your world, including happenings at school or in the community, with other people, and in your own life.

Illustrator: Draw an illustration about the text. It might be a picture or a diagram. The illustration might relate to a character, an exciting event, a prediction, or something else. Share the drawing with your group and have them talk about it before you explain it.

Summarizer: Prepare a brief summary of the reading that conveys the main ideas to share with the group.

Word Wizard: Identify four to six words from the reading to share with the group. Be prepared to explain the meaning of the word as it is used in the text.

Assessment: Teacher observation of student responses, teacher scoring rubric, or student self-assessment rubric.

Review/Remediation: Using tiered instruction, re-teach or review any ideas or terms that seem unclear to students.

Enrichment: Those students who performed at a higher mastery level could be in the most advanced tier for enrichment purposes.

Other benefits: The literature circle promotes teamwork, linguistic skills, artistic skills, verbal skills, and positive social skills.

Adapted from Daniels (1994) and Tompkins (2000)